














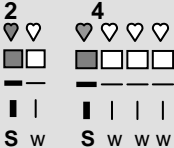

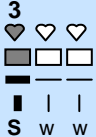


















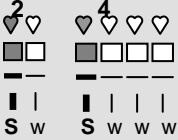

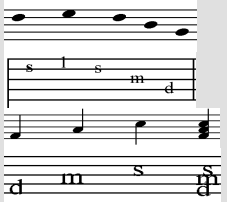

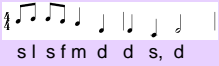


















3rd Grade music

USOE Fine Arts Rainbow Chart

Third - Page 1		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
Previously mastered grade level skills	Elements of Music with definitions	Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
Sing <ul style="list-style-type: none"> Singing vs. speaking voice Melody <ul style="list-style-type: none"> High/low, up/down Pitch accuracy in an appropriate range Children's songs Folk, traditional and multicultural songs Singing games Call and response 	SING Vocal Development: care, development, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat Harmony: two or more pitches sounding at the same time	Experience the difference between the speaking and the singing voice  CD1 #20 Don Gato Recording, "Ay caramba!" Experience a variety of songs and singing games, including songs from other cultures  CD1 #20 Don Gato  CD2 #15 Obwisana Experience the difference between melody and harmony in songs & listening selections	Explore in-tune singing in a natural voice through a variety of simple songs and singing games  Explore simple recurring pitch patterns in familiar songs  CD1 #31 Hot Cross Buns lesson, singing "hot cross buns" m-r-d  CD1 #27 Great Big House lesson, singing "pumpkin pie" m-r-d Explore vocal harmony through partner songs, ostinatos, and rounds  CD2 #42 Three Blind Mice lesson, singing, round  CD1 #4 All Night, All Day lesson, singing	Practice healthy use of the voice, good breath support, and sensitivity to pitch when singing Practice finding and recognizing simple pitch patterns Practice harmony by singing partner songs, ostinatos, and rounds  CD2 #6 Make New Friends lesson, singing, playing, round & ostinato  CD1 #1 A Ram Sam Sam round  Paw Paw Patch lesson, singing, partner songs	Analyze the connections between healthy use of the voice, pitch accuracy, and good vocal production Analyze pitches that step, skip, and repeat in familiar melodies  CD1 #7 Are You Sleeping steps, skips  CD1 #1 A Ram Sam Sam repeated notes Analyze how voices and instruments combine to make harmony	Create style by applying appropriate vocal production  CD1 #20 Don Gato Create a simple melody using pitches that step, skip, and repeat  Are You Sleeping lesson, creating Create a simple vocal ostinato as accompaniment for a familiar song	Perform songs in-tune using a natural singing voice Perform harmony with attention to pitch and rhythmic accuracy
Beat <ul style="list-style-type: none"> Beat and divided beat 	PLAY Beat: the underlying pulse of music.	Experience the feeling of steady beat in various types of music	Explore beat in a variety of songs and recorded music	Practice beat accuracy while singing and/or playing instruments	Analyze the importance of steady beat in group performance	Create simple rhythmic patterns played over a steady beat	

Third - Page 2		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<p>Previously mastered grade level skills</p> <p>Meter</p> <ul style="list-style-type: none"> Strong and weak beats in groups of 2 and 4 <p>  </p> <p>Rhythm</p> <ul style="list-style-type: none"> Beat/divided beat Sound/silence Rest 	<p>Elements of Music with definitions</p> <p>Meter: patterns of strong and weak beats</p> <p>Rhythm: combinations of long and short, sound or silence</p>	<p>Experience feeling strong and weak beat patterns in songs and listening selections</p> <p></p> <p>Take Me Out to the Ball Game lesson</p> <p>Experience sound and silence in a variety of rhythms</p>	<p>Explore strong and weak beat patterns in groups of 2, 3, and 4 in familiar songs and listening selections</p> <p>  </p> <p>CD1 #22 Down in the Valley (meter in 3)</p> <p>Explore simple rhythmic patterns found in familiar songs and singing games</p>	<p>Practice playing strong and weak beat patterns in meters of 2, 3, and 4 with body percussion and classroom instruments</p> <p> CD1 #41 Kum Ba Yah lesson, playing</p> <p>Practice playing rhythms and ostinato to accompany familiar songs</p> <p> CD2 #5 Lucy Locket lesson, playing</p>	<p>Analyze and identify the meter in listening selections and familiar songs</p> <p>Analyze simple rhythms in meters of 2, 3, and 4 found in familiar songs or listening selections</p>	<p>Create simple rhythms of varying lengths in meters of 2, 3, and 4</p> <p>Create rhythmic phrases by combining short rhythmic patterns</p> <p></p> <p>Apples and Bananas lesson, singing, playing, creating</p>	<p>Perform songs and rhythmic phrases in meters of 2, 3, and 4, always keeping a steady beat</p>
<p>Form</p> <ul style="list-style-type: none"> Phrase Combinations of same/different <p>Tempo</p> <ul style="list-style-type: none"> Faster/slower <p>Dynamics</p> <ul style="list-style-type: none"> Louder/softer 	<p>LISTEN</p> <p>Form: how music is organized</p> <p>Phrase: a musical statement</p> <p>Expressive Qualities</p> <p>Tempo: the speed of the beat</p> <p>Dynamics: degrees of loud & soft</p>	<p>Experience repeated and contrasting musical phrases in familiar songs, and listening selections</p> <p> CD1 #1 A Ram Sam Sam lesson, playing (game)</p> <p>Experience tempo and dynamics in music</p> <p></p> <p>Putamayo Kids, Folk Playground, www.putamayo.com</p>	<p>Explore basic form in music including phrases, verse/refrain, intro, and interlude</p> <p></p> <p>Lucy Locket lesson, creating</p> <p>Explore the effect of tempo and dynamics in recorded music</p>	<p>Practice identifying sections with icons, alphabet letters (A, B, C), visually, or with movement</p> <p> CD1 #1 A Ram Sam Sam, lesson, playing</p> <p> CD1 #7 Are You Sleeping</p> <p>Practice varying dynamics and tempo while singing songs or playing instruments</p> <p></p> <p>Hickory Dickory Dock lesson, creating</p>	<p>Analyze melodic and rhythmic phrase patterns found in familiar music</p> <p> CD1 #9 Bluebird, Bluebird lesson, creating</p> <p>Analyze rondo form with movement, icons, or letters</p> <p></p> <p>Hickory Dickory Dock lesson, listening (ABACA) "March" from <i>The Nutcracker Suite</i>, by Tchaikovsky (ABACABA)</p>	<p>Create a two part, three part, or rondo form by combining phrases, songs, rhymes, or chants</p> <p></p> <p>Hickory Dickory Dock, lesson</p> <p></p> <p>London Bridge lesson, creating</p> <p>Create expression in music by varying the dynamics and tempo</p>	<p>Perform a two-part, three-part or rondo arrangement by singing, playing instruments, or with movement</p> <p>Perform with sensitivity to tempo and dynamic contrast in the music</p>

Third - Page 3		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
		Label, list, name, define, relate, recall and use music making tools	Discover, look at, investigate, experience and form ideas	Apply, construct, demonstrate, evaluate and practice	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce	Show skill criterion mastery for grade level, give opinions, support others, and show work
<p>Previously mastered grade level skills</p>	<p>Elements of Music with definitions</p>	<p>Experience various timbres of band and orchestral instruments</p>  <p>Experience various timbres of classroom instruments</p>	<p>Explore the use and sound of instruments in various types of music</p> <p>Explore layering various timbres to create texture</p>  <p>Putamayo Kids, World Playground, www.putamayo.com</p>	<p>Practice identifying instruments by sound</p> <p>Practice balancing instrumental timbre in group performance</p>  <p>Putamayo Kids, Asian Dreamland, www.putamayo.com</p>	<p>Analyze the use of tempo and dynamics in a variety of songs and recorded music</p> <p>Analyze the identifying characteristics of instrument families (string, woodwind, brass, percussion)</p> <p>Analyze how timbre/texture can compliment a song</p>  <p>CD1 #1 A Ram Sam Sam, lesson, recording section</p>	<p>Research the production of sound (vibration, and resonance) in band and orchestra instruments</p> <p>Create a simple layered texture to accompany a song</p>	<p>Perform using a variety of instrumental timbres</p>
<p>Timbre</p> <ul style="list-style-type: none"> Vocal/ and instrumental 	<p>Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice</p> <p>Texture: layered combinations (thick or thin) of voices and/or instruments</p>						
<p>Iconic examples:</p> <ul style="list-style-type: none"> Beat divided beat  <ul style="list-style-type: none"> Meter  <ul style="list-style-type: none"> Rhythm <p>Sound/silence/rest</p>  <ul style="list-style-type: none"> Pitch 	<p>READING / WRITING</p> <p>Icons: non-traditional symbols representing musical elements</p>	<p>Experience visual representations of beat, meter, rhythm and pitch</p>  <p>CD1 #7 Are You Sleeping examples:</p>  <p>s l s f m d d s, d</p>	<p>Explore icons representing beat, meter, rhythm and pitch in a variety of songs</p>	<p>Practice playing and/or singing while reading iconic representations of beat, meter, rhythm and pitch</p>	<p>Analyze iconic representation of beat, meter, rhythm and pitch</p>	<p>Create simple icons to represent beat, meter, rhythm and pitch</p>	<p>Demonstrate fluency in reading and performing iconic representations of beat, meter, rhythm and pitch</p>

Resources	Professional Music Teaching Organizations
<p>Third - Page 4</p> <p><u>State Approved Music Resources K-6:</u> http://www.schools.utah.gov/curr/FineArt</p> <ul style="list-style-type: none">  SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. Movement CD companion for USOE Songbook DVD: <i>SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core</i> Songbook, CDs, and DVD available through Carol Ann Goodson, USOE Fine Arts Specialist, or at state or district in-service training. <p>Approved textbook series:</p> <ul style="list-style-type: none"> MCMILLAN/MCGRAW-HILL http://www.mhschool.com/music/student/index.html PEARSON ED. PUBLISHING (previously Silver Burdett) www.scottforesman.com 	<div>  UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us </div> <div>  DALCROZE EURYTHMICS, Dalcroze Society of America: http://www.dalcrozeusa.org/home.html </div> <div>  EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx </div> <div>  KODÁLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFULKS </div> <div>  ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA </div>
Web Links	
<div>  http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc. </div> <div>  http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs </div> <div>  http://www.putumayo.com/en/putumayo_kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource , examples: <div>       </div> </div> <div>  http://www.sfskids.org/templates/splash.asp SAN FRANCISCO SYMPHONY FOR KIDS: all about the symphony orchestra </div>	